

GEORGETOWN COUNTY SCHOOL DISTRICT



STRATEGIC PLAN

2017-2022

THE MISSION OF THE GEORGETOWN COUNTY SCHOOL DISTRICT IS TO PROVIDE ALL STUDENTS WITH WORLD CLASS KNOWLEDGE AND SKILLS THAT PREPARE THEM FOR CITIZENSHIP IN A DIVERSE SOCIETY

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DISTRICT INFORMATION AND REQUIRED SIGNATURES

Georgetown County SCHOOL DISTRICT

DISTRICT STRATEGIC PLAN FOR YEARS 2017 – 2022 *(five years)*

DISTRICT STRATEGIC ANNUAL UPDATE FOR _____ *(one year)*

Assurances

The district strategic plan, or annual update of the district strategic plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Jim Dumm		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. H. Randall Dozier		
PRINTED NAME	SIGNATURE	DATE

TITLE II COORDINATOR

Mrs. Patti Hammel		
PRINTED NAME	SIGNATURE	DATE

DISTRICT STRATEGIC PLANNING COORDINATOR

Dr. Diane O. Wingate		
PRINTED NAME	SIGNATURE	DATE

DISTRICT READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

DISTRICT'S ADDRESS: 2018 Church Street, Georgetown, SC 29440

DISTRICT'S TELEPHONE: (843) 436-7000 _____

SUPERINTENDENT'S E-MAIL ADDRESS: rdozier@gcsd.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR DISTRICT PLAN

(Mandated Component)

List the name of persons who were involved in the development of the district strategic plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. Superintendent	Dr. H. Randall Dozier
2. Principal	Mrs. Adrienne Watford
3. Teacher	Ms. Janet Branham
4. Parent/Guardian	Ms. Megan Stump
5. Community Member	Mr. Marvin Neal
6. Private School Representative(s)	Mr. Scott Gibson
7. District Level Administrators(s)	Dr. Celestine Pringle
8. Paraprofessional(s)	Ms. Olean Avant
9. District Read to Succeed Literacy Leadership Team Lead	Dr. Barbara Goggans
10 OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) ** Must include the District Literacy Leadership Team for Read to Succeed	

<u>POSITION</u>	<u>NAME</u>
School Board	Mr. Johnny Wilson
School Board	Mr. Richard Kerr
School Board	Dr. Arthur Lance
Parent	Mr. Ray Funnye
Community	Mr. Steve Williams
Principal	Mrs. Sabrina Goff-Mack

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR DISTRICT/SCHOOL PLANS

(Mandated Component)

Act 135 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 135 requirements.

X **Academic Assistance, PreK–3**

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

The district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

X **Technology**

The district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X **Innovation**

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

X **Developmental Screening**

The district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

X **Half-Day Child Development**

The district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

X **Developmentally Appropriate Curriculum for PreK–3**

The district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X **Parenting and Family Literacy**

The district provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Office of Health and Nutrition Assurance

X As required by the **Students Health and Fitness Act [section 59-10-330 (B)]**, the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health

improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.

Read To Succeed Act 284 Assurances

Assurances, checked, and signed by the district superintendent, attest that the school/district complies with all applicable Act 284 requirements.

X **District Reading Plan**

The district has a district reading plan which addresses the components of leadership, student outcomes, professional learning opportunities, instructional and assessment plans, parent and family involvement, and school-community partnerships.

X **4K and 5K Readiness Assessment**

The district ensures that a state identified readiness assessment for 4K and 5K is administered to all students prior to the 45th day of school.

X **Third Grade Retention**

The district provides support to ensure all students are provided with an instructional program based on student needs as determined by local and state formative and summative assessment data and provides intervening services, including summer reading camps, to reduce the number of students not reading on grade level by the end of third grade and therefore needing to be retained beginning with the 2017–18 school year.

X **Reading Coaches**

The district supports school based reading coaches in every elementary school.

X **Interventions**

The district provides interventions based on data for all students identified.

X **Summer Reading Camps**

The district offers summer reading camps for those students identified

Dr. H. Randall Dozier

Superintendent's Printed Name
(For district and school plans)

Superintendent's Signature

Date

**Chapter 59 of Title 59:
Education and Economic Development Act Assurances for Districts**

1. Each elementary, middle, and high school in the district has implemented the Comprehensive Developmental Guidance and Counseling Program Model.
2. All elementary, middle, and high schools in the district have integrated career awareness, exploration, and/or preparation activities into their curricula.
3. Each middle and high school in the district has a student-to-guidance personnel ratio of 300:1 or less. Suspended as pursuant to R14.3352.
4. Each middle and high school in the district employs certified career development facilitators who perform the 13 duties specified in the EEDA legislation.
5. All students in grades eight through twelve have developed an individual graduation plan (IGP) that is reviewed by students and their parents/parental designees during annual IGP conferences facilitated by certified guidance counselors.
6. All eighth grade students in the district have chosen a career cluster. (Students may change their cluster choice if they desire to do so).
7. All tenth grade students in the district have chosen a career major. (Students may change their major if they desire to do so).
8. All high schools in the district offer enough courses for all students to complete their chosen majors. (NOTE: To complete a major, students must take four courses for elective credit that are associated with that major).
9. Each high school in the district is organized around a minimum of three of the 16 national career clusters.
10. Each high school in the district has implemented an evidence-based program model designed to ensure that students identified as being at risk of dropping out actually graduate from high school with a state diploma.
11. Each high school in the district has implemented High Schools That Work or another state-approved comprehensive reform model.
12. Each high school in the district offers all students at least one opportunity to participate in an extended or work-based learning activity prior to graduation.
13. Each high school in the district offers students opportunities to enroll in courses for which they may receive both high school and college credit.

Dr. H. Randall Dozier
Superintendent's Printed Name
(For district and school plans)

Superintendent's Signature

Date

General Grant Assurances for Districts

As the duly authorized representative of Georgetown County School District,
(Please print or type name of District)

I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-state share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher. The applicant will also comply with the Office of Management and Budget 2 CFR Part 230 "Cost Principles for Non-Profit Organizations," 2 CFR Part 225 "Cost Principles for State, Local, and Indian Tribal Governments," or 2 CFR Part 220 "Cost Principles for Educational Institutions" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2009)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44- 107-10 *et seq.* (Supp. 2009)) if the amount of this award is \$50,000 or more.
- H. Ensures that all policies, procedures, programs and the administration of programs in the school

district are consistent with the No Child Left Behind Act of 2001, *EDGAR* (1999), and other applicable statutes, regulations, program plans, and applications.

- I. Will submit reports as necessary to enable the SDE to meet its responsibilities under the program and will maintain such records, provide such information, and afford access to the records as the SDE may find necessary to carry out its duties. The school district will cooperate in carrying out any evaluation conducted by state or federal agencies.
- J. Affirms that the needs assessment was conducted in consultation and collaboration with the teachers of the school district, including those teachers in schools receiving assistance under Title I, school administrators, and charter school and private school representatives (where applicable) in the development of the needs assessment.
- K. Will ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- L. Will target Title II-A teacher quality funds to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under the specification in Title I, section 1116(b)(1)(A) of the Elementary and Secondary Education Act (ESEA): "A local educational agency shall identify for school improvement any elementary school or secondary school served under this part that fails, for 2 consecutive years, to make adequate yearly progress as defined in the State's plan under section 1111(b)(2)."
- M. Will comply with Title IX, Section 9501 of the ESEA regarding participation by private school children and teachers.
- N. Will comply with Title V, Section 5206(a) of the ESEA regarding participation by charter schools.
- O. Will use the grant funds received in order to supplement, and not supplant, nonfederal funds that would otherwise be used for activities authorized under Section 2123 of the ESEA, "Local Use of Funds."

Dr. H. Randall Dozier

Superintendent's Printed Name
(For district and school plans)

Superintendent's Signature

Date

Terms and Conditions for SCDE Grant Programs

(Page 1 of 2)

- A. **Completeness of Proposal** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations.
- D. **Honoraria** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- ❖ Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft,

Terms and Conditions for SCDE Grant Programs continued

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- forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and
- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- ❖ Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. Audits

- ❖ Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- ❖ Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

N. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

O. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

<u>Dr. H. Randall Dozier</u>		
Superintendent's Printed Name (For district and school plan)	Superintendent's Signature	Date

District Strategic Plan Waiver Requests

The SBE has the authority to waive regulations pursuant to R. 43-261 (C) District and School Planning which states:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

Not Applicable

1.	Teachers teaching more than 1500 minutes	Georgetown County School District currently has a need to waive compliance to Regulation 43-205. The district has a need for some teachers to teach more than 1,500 minutes per week because they instruct more periods to accommodate student needs. Consequently, this has caused accreditation deficiencies for the secondary schools. The waiver will apply to the remaining term of our district's strategic plan.
2.	Teachers teaching more than 4 preps	
3.	Extension for initial District Strategic and School Renewal Plans	
4.	High School Principal over two schools or grades more than 9-12	
5.	Other (Write in justification space)	
6.	Other (Write in justification space)	

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Georgetown County School District is a rural school district serving approximately 9,800 students in child development through grade twelve. The district's student demographics are 44.8% African American; 49.2% White; and 6% others.

A comprehensive needs assessment was conducted by the district to review the following areas: Student Achievement, School Climate, Teacher Quality and Parent Involvement. For these areas, a plan of action has been determined for improvement. Information gained from the school/district report cards, test results, surveys, community meetings and school personnel meetings was utilized to develop this strategic plan. Strengths, weaknesses, and areas that need improving were determined from this information. Performance goals, strategies, and action steps were then developed.

Student achievement data has been analyzed overtime with emphasis on the SC READY/SCPASS test data. An analysis of this SC READY/SCPASS data revealed common areas that need attention. In the area of English Language Arts and Mathematics overall improvement is needed. Specifically, the following student subgroups demonstrate the greatest need: African Americans, disabled, and those students receiving subsidized meals. In the area of Mathematics progress has been steady but improvement is needed to close the achievement gap for the students in the following subgroups: African Americans, disabled, and those students receiving subsidized meals. A significant drop in the percentages of students meeting the proficiency standard in English Language Arts is noted as students' progress third to eighth grade. Goals and strategies have been identified to provide academic assistance in these areas.

High school achievement data is based on the 2016 ACT data. An analysis of this data shows overall improvement is needed in meeting college benchmarks in English and Mathematics. There is still an achievement gap for students in the following subgroups: African Americans, disabled, and those students receiving subsidized meals. The graduation rate for 2016 was 90.2%. However, by implementing "High Schools That Work" and increasing our advanced placement offering and Career and Technology we will significantly impact students successfully transitioning to post-secondary programs of study.

Teacher/Administrator/Employee Quality is being addressed in the plan. Quality professional development opportunities will address group and school needs in order to maintain an enhanced growth. All employees' strengths will be maximized and all weaknesses will be addressed thus positively impacting student achievement. Required participation will be an emphasis of the plan.

School Climate is addressed by strategies to improve student discipline, health and safety for students and employees, and maintain and improve student attendance.

Parent and community involvement will be an area of emphasis in this plan. Participatory decision making and enhancement of parenting skills will be the focal points for this area of the plan.

MISSION, VISION, VALUES, AND BELIEFS

The mission of the Georgetown County School District is to provide all students with world class knowledge and skills that prepare them for citizenship in a diverse society

We have developed this plan to serve as the framework for accomplishing our mission and to meet state statutory requirements. This plan has been designed to

- meet all legislative requirements in Act 135 and the Education Accountability Act of 1998;
- contain rigorous, measurable, achievable goals;
- contain an accountability component; and
- be flexible enough to adapt to changing conditions.

BELIEFS

These are the underlying principles upon which all our actions are based.

We believe

- the primary focus of the school board is to provide a system which supports continuous improvement.
- the learning environment should be nurturing and engaging.
- learning is a lifelong process.
- successful education is a cooperative effort among school, family, and community.
- the family is the most important influence on the student.
- appreciation and respect of diversity in ideas and cultures are essential aspects of the students' growth and development.
- students are responsible and accountable for learning.
- teachers, staff, and families are responsible and accountable for providing authentic learning through real life experiences.
- all students are individuals and must be provided a challenging and comprehensive curriculum through differentiated instruction in order to meet rigorous standards to become college and career ready.
- students should be productive, responsible citizens.
- all students should have equal access to high quality facilities and materials.
- business partnerships directly influence our college and career preparedness and readiness

VISION

These broad statements describe what we want to achieve.

We envision a system of education

- that is challenging and effective in reaching the accountability expectations of our stakeholders
- which prepares students to be college and career ready.
- that provides a nurturing safe and engaging environment for learning.
- where individual and group differences are valued and respected.
- where leaders, teachers, staff, families and the community work together for continuous improvement

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:	➤ The percentage of Pre-K students scoring within the spring developmental ranges as measured by PALS on all tasks will average to 95.5% by 2022.						
INTERIM PERFORMANCE GOAL:	➤ The percentage of Pre-K students scoring within the spring developmental ranges as measured by PALS on all tasks will average to 89.5% by 2018.						
DATA SOURCE(S)	Phonological Awareness Literacy Screening (PALS) Pre-K						
	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	88%	Projected Data	89.5%*	91%*	92.5%*	94%*	95.5%*
		Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in Kindergarten that score above the 50th percentile in mathematics as measured by MAP will be 80.3% by 2022.
- The percentage of students in Kindergarten that score above the 50th percentile in reading as measured by MAP will be 73.9% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in Kindergarten that score above the 50th percentile in mathematics as measured by MAP will be 55% by 2018.
- The percentage of students in Kindergarten that score above the 50th percentile in reading as measured by MAP will be 50.6% by 2018.

DATA SOURCE(S) Measures of Academic Progress (MAP)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
Math	Projected Data	55%*	60.5%*	66.5%*	73%*	80.3%*
	Actual Data					
Reading	Projected Data	50.6%*	55.6%*	61.1%*	67.2%*	73.9%*
	Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:	➤ The percentage of students in Kindergarten who will read on or above grade level as measured by their independent reading level on the Fountas and Pinnell Reading Level equivalency will be at 90% by 2022.						
INTERIM PERFORMANCE GOAL:	➤ The percentage of students in Kindergarten who will read on or above grade level as measured by their independent reading level on the Fountas and Pinnell Reading Level equivalency will be at 75% by 2017 – 2018.						
DATA SOURCE(S)	Fountas and Pinnell Reading Level recorded on Individual Student Reading Profile						
	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	70%	Projected Data	75%*	80%*	82.5%*	85%*	90%*
		Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **one** that score above the 50th percentile in reading as measured by MAP will be 73.8% by 2022.
- The percentage of students in grade **two** that score above the 50th percentile in reading as measured by MAP will be 84.2% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **one** that score above the 50th percentile in reading as measured by MAP will be 50.5% by 2018.
- The percentage of students in grade **two** that score above the 50th percentile in reading as measured by MAP will be 57.7% by 2018.

DATA SOURCE(S) Measures of Academic Progress (MAP)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
1 st 45%	Projected Data	50.5%*	55.5%*	61%*	67.1%*	73.8%*
	Actual Data					
2 nd 53%	Projected Data	57.7%*	63.4%*	69.7%*	76.6%*	84.2%*
	Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **one** that score above the 50th percentile in mathematics as measured by MAP will be 64.2% by 2022.
- The percentage of students in grade **two** that score above the 50th percentile in mathematics as measured by MAP will be % by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **one** that score above the 50th percentile in mathematics as measured by MAP will be 45.7% by 2018.
- The percentage of students in grade **two** that score above the 50th percentile in mathematics as measured by MAP will be % by 2018.

DATA SOURCE(S) Measures of Academic Progress (MAP)

	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	1st 39.7%	Projected Data	45.7%*	51.1%*	55.9%*	60.3%*	64.2%*
		Actual Data					
	2nd 40.3%	Projected Data	46.2%*	51.5%*	56.3%*	60.6%*	64.5%*
		Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **one** who will read on or above grade level as measured by the Fountas and Pinnell Reading Level equivalency will be at 95% by 2022.
- The percentage of students in grade **two** who will read on or above grade level as measured by the Fountas and Pinnell Reading Level equivalency will be at 95% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **one** who will read on or above grade level as measured by the Fountas and Pinnell Reading Level equivalency will be at 80% by 2017 – 2018.
- The percentage of students in grade **two** who will read on or above grade level as measured by the Fountas and Pinnell Reading Level equivalency will be at 85% by 2017 – 2018.

DATA SOURCE(S) Fountas and Pinnell Reading Level recorded on Individual Student Reading Profile

	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	1 st 75%	Projected Data	80%*	85%*	90%*	92.5%*	95%*
		Actual Data					
	2 nd 80%	Projected Data	85%*	87.5%*	90%*	92.5%*	95%*
		Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **three** who score meets or exceeds as measured by SC READY in ELA will be 66.2% by 2022.
- The percentage of students in grade **four** who score meets or exceeds as measured by SC READY in ELA will be 60.3% by 2022.
- The percentage of students in grade **five** who score meets or exceeds as measured by SC READY in ELA will be 60.5% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **three** who score meets or exceeds as measured by SC READY in ELA will be 43% by 2018.
- The percentage of students in grade **four** who score meets or exceeds as measured by SC READY in ELA will be 39.7% by 2018.
- The percentage of students in grade **five** who score meets or exceeds as measured by SC READY in ELA will be 40.1% by 2018.

DATA SOURCE(S) South Carolina College and Career Ready Assessments (SC READY)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
3 rd 36.7%	Projected Data	43%*	48.7%*	53.8%*	62.5%*	66.2%*
	Actual Data					
4 th 33.1%	Projected Data	39.7%*	45.7%*	51.1%*	55.9%*	60.3%*
	Actual Data					
5 th 33.5%	Projected Data	40.1%*	46%*	51.4%*	56.2%*	60.5%*
	Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **three** who score meets or exceeds as measured by SC READY in Mathematics will be 72.8% by 2022.
- The percentage of students in grade **four** who score meets or exceeds as measured by SC READY in Mathematics will be 65.1% by 2022.
- The percentage of students in grade **five** who score meets or exceeds as measured by SC READY in Mathematics will be 63.8% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **three** who score meets or exceeds as measured by SC READY in Mathematics will be 54.7% by 2018.
- The percentage of students in grade **four** who score meets or exceeds as measured by SC READY in Mathematics will be 47.1% by 2018.
- The percentage of students in grade **five** who score meets or exceeds as measured by SC READY in Mathematics will be 45% by 2018.

DATA SOURCE(S) South Carolina College and Career Ready Assessments (SC READY)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
3 rd 49.7%	Projected Data	54.7%*	59.2%*	63.2%*	69.8%*	72.8%*
	Actual Data					
4 th 41.3%	Projected Data	47.1%*	52.3%*	57%*	61.3%*	65.1%*
	Actual Data					
5 th 38.9%	Projected Data	45%*	50.5%*	55.4%*	59.8%*	63.8%*
	Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:	<ul style="list-style-type: none"> ➤ The percentage of students in grade four who score met or exemplary as measured by SCPASS in Science will be 74.8% by 2022. ➤ The percentage of students in grade five who score met or exemplary as measured by SCPASS in Science will be 79.3% by 2022. 						
INTERIM PERFORMANCE GOAL:	<ul style="list-style-type: none"> ➤ The percentage of students in grade four who score met or exemplary as measured by SCPASS in Science will be 61.6% by 2018. ➤ The percentage of students in grade five who score met or exemplary as measured by SCPASS in Science will be 68.7% by 2018. 						
DATA SOURCE(S)	South Carolina Palmetto Assessment of State Standards (SCPASS)						
	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	4 th 57.4%	Projected Data	61.6%*	65.5%*	68.9%*	72%*	74.8%*
		Actual Data					
	5 th 65.3%	Projected Data	68.7%*	71.8%*	74.6%*	77.1%*	79.3%*
		Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades PK-5

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **four** who score met or exemplary as measured by SCPASS in Social Studies will be 86% by 2022.
- The percentage of students in grade **five** who score met or exemplary as measured by SCPASS in Social Studies will be 83 % by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **four** who score met or exemplary as measured by SCPASS in Social Studies will be 78.8 % by 2018.
- The percentage of students in grade **five** who score met or exemplary as measured by SCPASS in Social Studies will be 74.4% by 2018.

DATA SOURCE(S) South Carolina Palmetto Assessment of State Standards (SCPASS)

AVERAGE BASELINE			2017-18	2018-19	2019-20	2020-21	2021-22
4 th	76.5%	Projected Data	78.8%*	80.9%*	82.8%*	84.5%*	86%
		Actual Data					
5 th	71.6%	Projected Data	74.4%*	76.5%*	78.8%*	80.9%*	82.8%*
		Actual Data					

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.1 Implement successful curricula programs that meet the SC Early Childhood Learner Standards and support the Early Learning Standards.	8/17 - Ongoing	Student Performance Ex. Director/Principals/ Cur. Coaches	\$10,000	Local	Early Childhood Report Card and Student Proficiency
1.2 Professional Development for early childhood teachers to implement a consistent curricula and pacing guide to support SC Early Learner Standards and prepare students for ELA/Math SC Standards in Kindergarten.	8/17 - Ongoing	Student Performance Ex. Director/Principals/ Cur. Coaches	\$2,500	Local	District Assessment/ Teacher Evaluation forms Measures of Academic Progress (MAP) PALS Kindergarten Readiness Portfolio DRA2
1.3 Enhance Collaboration between Headstart, First Steps, Community Partnerships, and the SCDE to explore grant opportunities to expand early childhood collaborative.	8/17 - Ongoing	Ex. Director for Early Childhood/ Elementary	N/A	N/A	Collaboration Meetings Agendas and Sign-In Sheets Professional Development Activities (log) with Sign-In Sheets of Participants

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.4 Provide formative assessments to determine the strengths and weaknesses of students so progress can be accelerated which includes the following: <ul style="list-style-type: none"> ➤ Running Records ➤ KRA ➤ Measures of Academic Progress ➤ Teacher Generated Pre-Test ➤ Common Assessments ➤ Quarterly Benchmarks 	8/17 - Ongoing	Student Performance Ex. Director/Principals/ ur. Coaches	\$100,000	State Funds / Local	Measure of Academic Assessment Data PALS data from 4-K and KRA Data Benchmark Monitoring Professional Learning Team Monitoring of ELA and Math Standards in Core Areas
1.5 Continue weekly meetings of Professional Learning Teams by grade level, school-wide, and in district level format by grade levels to study the standard, plan the instruction, assess the learning, and prepare for individual learning needs and create the appropriate instructional strategy.	8/17 - Ongoing	Student Performance Ex. Director/Principals/ ur. Coaches	N/A	Local	Professional Learning Team Logs Principal Observations
1.6 Continue leadership teams in each school setting to examine data and participate in each grade level's	8/17 - Ongoing	Principals	N/A	Local	Monitoring of Formative Assessment Data <i>Measures of Academic</i>

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<i>Professional Learning Team</i> (Principal, Assistant Principal, and Coach – where applicable)					<i>Progress Data</i> SC Ready KRA
1.7 Continue resource classes for identified students to supplement reading/math instruction with other core and special area content being delivered in a mainstream setting <ul style="list-style-type: none"> ➤ Professional Development for teachers of special education students to provide strategies for accommodation and instructional strategies to enhance learning ➤ Professional Development for teachers to develop an understanding of collaborative formats to improve communication between resource teachers and core content teachers 	8/17 - Ongoing	Special Services/ Student Performance Ex. Director/Principals/C ur. Coaches	\$10,000	Local, PDSI, Title VI, IDEA	<i>Measures of Academic Progress Data</i> Principals' Observations Coaches' Modeled Lessons
1.8 Continue to deliver reading instruction through a balanced approach (all components) with a <i>High Progress</i>	8/17 - Ongoing	Student Performance Ex. Director/Principals/C	\$75,000	State, Local Reading Funds	Measures of Academic Progress Data SC READY

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Literacy engagement (reading and writing engagement) <ul style="list-style-type: none"> ➤ Provide leveled classroom libraries ➤ Provide supplementary materials for assessing through running records, cold reads, teacher helps, and interventions ➤ Provide students with opportunities to read and write 75% of each school day including all content areas of instruction ➤ Provide State Reading Coaches to Deliver the Professional Development for Reading Instruction in all elementary schools per “Read to Succeed” ➤ Provide Summer Reading Camps for Identified Students in Grades 2 and 3 (rising 3 and 4) 		ur. Coaches			KRA Principals’ Observations Coaches’ Modeled Lessons Running Records and Evidence of Independent and Shared Reading Records
1.9 Continue the <i>Gifted and Talented</i> Program to reflect a population of eligible students; <i>(As qualifying population increases Georgetown County School District will need additional allocations to</i>	8/17 - Ongoing	Student Performance Ex. Director	\$70,000	Local	Measures of Academic Progress Data CogAt Assessment Data SC READY

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<i>meet the students' needs.)</i> Additional funding for early education to close the gap for underperforming students due to environmental deficiencies ➤ Extra Teacher Allocation					
1.10 Provide field trip experiences that allow students to have experiences which promote academic relevance for future learning.	8/17 - Ongoing	Student Performance Ex. Director, Principals	\$15,000	Local, EIA, Title I	Measures of Academic Progress Data Benchmark Data
1.11 Continue to provide 'hands-on' learning tools for teaching science to enhance the students' understanding of the science concepts (Foss and STC Kits with refurbishments) Delta Science Kits additionally STEM integration with LAUNCH at each school location.	8/17 - Ongoing	Student Performance Ex. Director/Principals/ Cur. Coaches	\$15,000	Technology Funds, State	Palmetto Assessment of State Standards Analyze Non-Fiction Writing Samples Attendance Logs for Trainings
1.12 Provide non-fiction reading trade books, maps, and additional software to enhance the knowledge in the areas of science and social	8/17 - Ongoing	Principals, Coaches, Teachers	\$20,000	EIA, Title I, State	Measures of Academic Progress Data SC READY Benchmark Data

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Writing Samples Running Records
1.13 Provide intensive Professional Development Opportunities to develop understanding of ELA and Mathematics South Carolina Standards and their relationship in science and social studies	8/17 - Ongoing	Student Performance/ Ex. Director, Elementary Coaches, 6 – 12 Content Coaches	N/A	Local	Measures of Academic Progress Data SC READY Benchmark Data
1.14 Provide teachers with grade level opportunities to collaborate and create a pacing guide to deliver seamlessly instruction in ELA and Mathematics content through a district-wide planner for each grade level and across grade levels	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Elementary Coaches, and Content Coaches	N/A	State Reading Funds, EIA, Local	Measures of Academic Progress Data SC READY Benchmark Data Logs of Teacher Attendance/Minutes of Meetings
1.15 Provide science/social studies teachers and ELA and Mathematics teachers collaborative opportunities district-wide to plan units of instruction with non-fiction literature tied to ELA and Mathematics State Standards	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Elementary Coaches, and Content Area Coaches	N/A	State Reading Funds, EIA, Local, PDSI, Title VI	Measures of Academic Progress Data SC READY Palmetto Assessment of State Standards KRA Benchmark Data Logs of Teacher Attendance/Produced

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Curriculum Guides with Materials and Resources accompanying a grade level pacing guide vertically articulated with the grade previous to and after
1.16 Continue to explore additional strategies to shrink the gap in all subgroups so early identification of students with academic giftedness may be identified	8/17 - Ongoing	Student Performance/ Ex. Director, Elementary Coaches, Content Coaches	\$4,000	PDSI, EIA, State Reading Funds, Local	Measures of Academic Progress Data SC READY Benchmark Data
1.17 Provide ongoing Professional Development focusing on instructional strategies and assessment development to include each student's individual needs as a follow up at each school site ➤ Provide district-wide 'Pacing Guides' and resources available digitally in one platform	8/17 - Ongoing	Student Performance/ Ex. Director, Elementary Coaches, Content Coaches	\$5,000	EIA, Title VI, State Reading Funds	Measures of Academic Progress Data SC READY Palmetto Assessment of State Standards Benchmark Data
1.18 Provide ongoing updates of	8/17 - Ongoing	Student	\$3,000	PDSI	Palmetto Assessment of

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
curriculum guides in social studies and science to include supplemental non-fiction inclusion <ul style="list-style-type: none"> ➤ Provide district-wide ‘Pacing Guides’ and resources available digitally in one platform ➤ Provide ‘Pacing Guides’ to include “next generation science standards” for 2015 		Performance/ Ex. Director, Content Coaches			State Standards Benchmark Data Writing Samples from Prompts Based upon Non-Fiction Concepts in Science/Social Studies
1.19 Provide advanced technology resources to classrooms in all elementary schools	8/17 - Ongoing	Student Performance/ Ex. Director, Assistant Supt. For Finance, Director of Procurement, and Instructional Technology Specialist	\$850,000	Bond Funding, Local	Measures of Academic Progress Data ACT Aspire Benchmark Data
1.20 Provide Professional Development to assist teachers with instructional strategies that accelerate student engagement and demonstrate the 21 st Century Learning Environment <ul style="list-style-type: none"> ➤ Provide professional development training for all teacher in writing – 	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, and Elementary Coaches	\$85,000	Local, State Reading Funds, EIA, Title VI	Measures of Academic Progress Data Palmetto Assessment of State Standards KRA SC READY Benchmark Data

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>Lucy Calkins Writing Process)</p> <ul style="list-style-type: none"> ➤ Provide technology coaches - (1) elementary; (1) middle; and (1) high school to accelerate incorporation of best practices in instruction utilizing technology 					
<p>1.21 Provide Coursework for State Curriculum Standards (deeper level concepts), and needs of teaching staff which will include but not be limited to:</p> <ul style="list-style-type: none"> ➤ “Nature and Needs of the Gifted and Talented” ➤ Curriculum Development for Gifted and Talented” ➤ Differentiation of Instruction for All Learners” ➤ “Teaching Reading in the Content Area” ➤ Classroom Management ➤ Meeting Differences of Student Population Groups ➤ Coursework in areas where Highly Qualified and Middle School Certification are needed ➤ Reading Courses Approved for 	8/17- Ongoing	Student Performance/ Ex. Director	\$25,000	Title II, Title VI, EIA, State Reading Funds, Local	Roster of Teachers with Need / Interest compared with Roster of Teacher Completers Teacher SLO Objectives and Goals

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Certification of 'Read to Succeed' Endorsements and Coaches ➤ Provide Institutes for Coaches to participate in the State Reading Coach Program ➤ Provide necessary courses as determined by the SDE for 'reading certification' to teachers and coaches					
1.22Familiarize administrators/leadership teams with a variety of 21 st Century Learning strategies that incorporate the use of technology ➤ Revisit and revise classroom observation forms ➤ Become immersed in a variety of ways to communicate with staff/parents/community ➤ Utilize a variety of means to deliver professional growth opportunities ➤ Explore and model a variety of strategies which can be implemented in the classroom	8/17 - Ongoing	Student Performance/ Ex. Director and Elementary and Content Coaches	N/A	State Reading Funds, Local	Classroom Observation Forms Complete Roster of Attendees at Trainings and Workshops Agendas from Presentations of Strategies Lists of Modeled Lessons in Classrooms Teacher SLO Objectives and Goals

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.23 Enhance administrators'/ teachers'/ instructional paraprofessionals' knowledge and pedagogical skills by attending workshops and conferences including but not limited to: <ul style="list-style-type: none"> ➤ SCASA Workshops and Conference ➤ State Department of Education Informational Sessions ➤ ASCD Conferences and sponsored events ➤ Content Professional Development workshops ➤ SCABSE ➤ New Principal Induction/Leadership Training ➤ Aspiring Leaders ➤ National Board Retreats ➤ Closing the Achievement Gap Opportunities ➤ Capturing Kids' Hearts ➤ High Progress Reading and Writing 	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Elementary Coaches	\$20,000	PDSI, Local, Title VI, Title II, Title I, EIA	Out of District Requests Shared Sessions with Colleagues via Faculty Meeting Agendas and Rosters of Attendees "New Learning" Shared in PLTs via Logs of Meetings
1.24 Provide the upgrade to Rosetta Stone foreign language program to	8/17 - Ongoing	Deputy Superintendent	\$4,000	Title III, Local	Measures of Academic Progress Data

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
supplement the English Speakers of Other Languages Program in all elementary schools where we have need		and Title III			Palmetto Assessment of State Standards SC READY KRA Benchmark Data WIDA ACCESS
1.25 Provide a variety of strategies which involve digital literacy, use of technological deliveries, and collaboration <ul style="list-style-type: none"> ➤ Provide ongoing modeling by coaches and consultants ➤ Provide classroom visits and observations of peers ➤ Share strategies in PLTs on grade level, vertically, and across the district ➤ Share strategies online through blogs, web based drives, and in shared folders (Ex. Edmodo) 	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Elementary Coaches	N/A	Local	Measures of Academic Progress Data Palmetto Assessment of State Standards SC READY Benchmark Data
1.26 Provide software to reinforce assessments and content in all core areas <ul style="list-style-type: none"> ➤ Multiplication/Addition/Subtraction Software 	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, and Elementary	\$7,500	Local, EIA	Measures of Academic Progress Data Palmetto Assessment of State Standards

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ul style="list-style-type: none"> ➤ USA Test Prep ➤ ALEKS 		Coaches			SC READY Benchmark Data
<p>1.27 Provide 1 Curriculum Coach for each elementary school</p> <ul style="list-style-type: none"> ➤ Provide Reading Coach for each Elementary with the 'Read to Succeed' Initiative from South Carolina 	8/17 - Ongoing	Student Performance/ Ex. Director, Principals	\$800,000	State Reading Funds, EIA	Measures of Academic Progress Data SC READY Benchmark Data
1.28 Provide (1) elementary technology coach to assist teachers and coaches with implementation of a variety of strategies utilizing technology	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Instructional Technology	\$75,000	Local	Measures of Academic Progress Data Palmetto Assessment of State Standards SC READY Benchmark Data
1.29 Continue the Technology Fair for teachers and students to show their expertise in the integration of technology throughout all disciplines and demonstrate their expertise in development of 21 st Century Skill	8/17 - Ongoing	Student Performance/ Ex. Director, Content Coaches	\$3,500	Special Fund Donations	Exhibits from Elementary Schools

ACTION PLAN FOR STRATEGY #1: Provide a rigorous PK-5 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1.30 Provide technology facilitators (one at each location) to provide additional support with integrating technology into all classroom instruction	8/17 - Ongoing	Student Performance/ Ex. Director, Coaches, and Support Personnel	\$15,000	Local	Log of Activities Completed at Each School
1.31 Retain reduced class size for all core classes so interactions with students and the teacher are more individualized	8/17 - Ongoing	Assistant Superintendent for Finance, Student Performance/ Ex. Director	\$420,000 \$2,500,000	Title II, Title I	Measures of Academic Progress Data Palmetto Assessment of State Standards SC READY Benchmark Data



DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 6-8

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **six** who score meets or exceeds as measured by SC READY in Mathematics will be 62.1 % by 2022.
- The percentage of students in grade **seven** who score meets or exceeds as measured by SC READY in Mathematics will be 57.7% by 2022.
- The percentage of students in grade **eight** who score meets or exceeds as measured by SC READY in Mathematics will be 58.4% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **six** who score meets or exceeds as measured by SC READY in Mathematics will be 42.5% by 2018.
- The percentage of students in grade **seven** who score meets or exceeds as measured by SC READY in Mathematics will be 35.6 % by 2018.
- The percentage of students in grade **eight** who score meets or exceeds as measured by SC READY in Mathematics will be 36.7% by 2018.

DATA SOURCE(S) South Carolina College and Career Ready Assessments (SC READY)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
6th	36.2%	Projected Data	42.5%*	48.2%*	53.3%*	62.1%*
		Actual Data				
7th	28.5%	Projected Data	35.6%*	42%*	47.8%*	57.7%*
		Actual Data				
8th	29.7%	Projected Data	36.7%*	43.1%*	48.7%*	58.4%*
		Actual Data				

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 6-8

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade six who score meets or exceeds as measured by SC READY in ELA will be 63.5 % by 2022.
- The percentage of students in grade seven who score meets or exceeds as measured by SC READY in ELA will be 59.1% by 2022.
- The percentage of students in grade eight who score meets or exceeds as measured by SC READY in ELA will be 62.9 % by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade six who score meets or exceeds as measured by SC READY in ELA will be 44.7% by 2018.
- The percentage of students in grade seven who score meets or exceeds as measured by SC READY in ELA will be 37.8% by 2018.
- The percentage of students in grade eight who score meets or exceeds as measured by SC READY in ELA will be 43.7% by 2018.

DATA SOURCE(S)

South Carolina College and Career Ready Assessments (SC READY)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
6th 38.6%	Projected Data	44.7%*	50.2%*	55.1%*	59.5%*	63.5%*
	Actual Data					
7th 30.9%	Projected Data	37.8%*	44%*	49.6%*	54.6%*	59.1%*
	Actual Data					
8th 37.5%	Projected Data	43.7%*	49.7%*	54.3%*	58.8%*	62.9%*
	Actual Data					

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DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 6-8

- Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **six** who score met or exemplary as measured by SCPASS in Social Studies will be 82.8 % by 2022.
- The percentage of students in grade **seven** who score met or exemplary as measured by SCPASS in Social Studies will be 78.6 % by 2022.
- The percentage of students in grade **eight** who score met or exemplary as measured by SCPASS in Social Studies will be 80.5% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **six** who score met or exemplary as measured by SCPASS in Social Studies will be 73.9% by 2018.
- The percentage of students in grade **seven** who score met or exemplary as measured by SCPASS in Social Studies will be 67.6%% by 2018.
- The percentage of students in grade **eight** who score met or exemplary as measured by SCPASS in Social Studies will be 70.5% by 2018.

DATA SOURCE(S) South Carolina Palmetto Assessment of State Standards (SCPASS)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
6 th 71%	Projected Data	73.9%*	76.5%*	78.8%*	80.9%*	82.8%*
	Actual Data					
7 th 64%	Projected Data	67.6%*	70.8%*	73.7%*	76.3%*	78.6%*
	Actual Data					
8 th 67.3%	Projected Data	70.5%*	73.4%*	76%*	78.4%*	80.5%*
	Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 6-8

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students in grade **six** who score met or exemplary as measured by SCPASS in Science will be 76.2% by 2022.
- The percentage of students in grade **seven** who score met or exemplary as measured by SCPASS in Science will be 79.6 % by 2022.
- The percentage of students in grade **eight** who score met or exemplary as measured by SCPASS in Science will be 73.9% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students in grade **six** who score met or exemplary as measured by SCPASS in Science will be 63.9% by 2018.
- The percentage of students in grade **seven** who score met or exemplary as measured by SCPASS in Science will be 69.1 % by 2018.
- The percentage of students in grade **eight** who score met or exemplary as measured by SCPASS in Science will be 60.4 % by 2018.

DATA SOURCE(S) South Carolina Palmetto Assessment of State Standards (SCPASS)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
6 th 59.9%	Projected Data	63.9%*	67.5%*	70.7%*	73.6%*	76.2%*
	Actual Data					
7 th 65.7%	Projected Data	69.1%*	72.1%*	74.9%*	77.4%*	79.6%*
	Actual Data					
8 th 56%	Projected Data	60.4%*	64.3%*	67.8%*	71%*	73.9%*
	Actual Data					

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2.1 School plans for Title I Schools will include curriculum specialists	8/17 - Ongoing	Executive Director Middle School Administration- Operations and Maintenance Student Performance/ Ex. Director, Associate Superintendent for Finance	\$700,000 (Look at a five year time-line for additional positions pending budget availability)	Title I Funds	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.2 Hire a Middle School Coach as prescribed in the Title I Plans at each of the three Title I Middle Schools	8/17 - Ongoing	Executive Director Middle School Administration- Operations and Maintenance Student Performance/ Ex. Director, Associate Superintendent for Finance	\$250,000	District Funds, Availability of Funds from Grants Currently in Place (Unsure of Funding) Title I Funds	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.3 Provide technology	8/17 - Ongoing	Student	\$500 per site for	Local	Measures of Academic

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
facilitators (one at each location) to provide additional support with integrating technology into all classroom instruction		Performance/ Ex. Director, Instructional Technology, Principals	four middle schools (Depending on Funding)		Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I Log of Activities at school location
2.4 Implement software such as ALEKS to provide acceleration and remediation at each location ➤ Use the Assessment and Learning in Knowledge Spaces(ALEKS) Program for remediation /acceleration of mathematics skills	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Middle School Coaches, Content Coaches	\$15,000 (This includes technical support annual fees)	Title I, Title VI, PDSI, Local Funds, EIA	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.5 Continue to implement	8/17 - Ongoing	Executive Director	\$7,000	HSTW,	Measures of Academic

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<i>Making Middle Grades Work</i> to facilitate individualization for student success Administration and Core Teacher Leaders to facilitate MDC and LDC (Initial Year)		Middle School Administration-Operations and Maintenance Student Performance/ Ex. Director, Principals/Curriculum Coaches/SREB Facilitator		MMGW State Funded SREB Funds from Grant	Progress Palmetto Assessment of State Standards SC READY Module Observations Benchmark Testing South Carolina End of Course for English I and Algebra I
2.6 Implement IGP's for all students before leaving 8 th grade to reflect a flexible plan for each student along with his/her parent(s) / guardian(s)	8/17 - Ongoing	Deputy Superintendent, Executive Director Middle School Administration-Operations and Maintenance Student Performance/ Ex. Director, Guidance Counselors, Principals	N/A	Local, State	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I Graduation Rates
2.7 Implement South Carolina	8/17 - Ongoing	Student	\$10,000 for State	PDSI, Title VI,	Measures of Academic

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Standards in English/Language Arts and Mathematics and the integration of these standards with social studies and science		Performance/ Ex. Director, Principals, Middle School Coaches, Content Coaches	Travel to Workshops and Training	Title II	Progress SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.8 Continue Professional Learning Teams at each content/grade level and vertically as well as cross-curricular to align all instruction	8/17 - Ongoing	Executive Director Middle School Administration- Operations and Maintenance, Student Performance/ Ex. Director, Principals, School Leadership Teams, Middle School Coaches, Content Coaches	N/A	N/A	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.9 Provide teams of teachers additional work time to update curriculum guides and pacing	8/17 - Ongoing	Student Performance/ Ex. Director, Principals,	\$25 per hour for teachers for 3-weeks during	PDSI, Title VI, District Funds	Measures of Academic Progress Palmetto Assessment of

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
guides with appropriate resources/materials		School Leadership Teams, Middle School Coaches, Content Coaches	summer		State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I Updated Pacing Guides with Resources and Materials
2.10 Continue to provide formative assessments such as: <ul style="list-style-type: none"> ➤ <i>Measures of Academic Progress</i> (reading and mathematics) ➤ Benchmark Tests ➤ Common Assessments 	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, School Leadership Teams, Middle School Coaches, Content Coaches	\$10,000	PDSI, Title VI, Title II	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.11 Continue to reemphasize the components of 'Balanced Literacy' to include Readers' and	8/17 - Ongoing	Student Performance/ Ex. Director, Content	\$25,000	Title VI, Title II, PDSI, Title I SREB Grant	Measures of Academic Progress Palmetto Assessment of

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Writers' Workshops, Running Records for 'Just Right Reading Records' and independent reading instructional levels Include reading/writing throughout the MDC/LDC Modules		Coaches, SREB Facilitator		Funds	State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I Observation of LDC/MDC Modules
2.12 Retain reduced class size for all core classes so interactions with students and the teacher are more individualized <ul style="list-style-type: none"> ➤ Prepare Middle Schools for 'Read to Succeed' Initiative Requirements ➤ Offer the Reading/Writing in the Content 	8/17 - Ongoing	Deputy Superintendent, Executive Director Middle School Administration-Operations and Maintenance, Student Performance/ Ex. Director, Principals	N/A (District Allocation of Teachers/ Students)	N/A/District Funds for Coursework	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.13 Continue the Summer Beach Program in Art, Vocal Music, Strings, and Drama <ul style="list-style-type: none"> ➤ Provide Band as an 	8/17 - Ongoing	Ex. Director of Elementary Education and Professional Staff	\$70,000	Local	Presentation of Annual Finale for each Program Programs throughout the year resulting from

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
option for the BEACH Program for summer 2015					summer experiences
2.14 Provide entrepreneurship training through the Junior Apprentice Program	8/17 - Ongoing	Deputy Superintendent Principals	*Funded by SCORE (State Funding)	N/A	Projects Evaluated by Partners in Industry
2.15 Provide the Gifted and Talented Program to eligible students with the same teacher allocations	8/17 - Ongoing	Executive Director of Elementary Education and Professional Staff, Principals	\$70,000 Annually for 3 – week program	Local	Summer Rosters Summer Finale for Each Area Continued Yearly Practice Schedules for Music Program
2.16 Provide the Rosetta Stone Program for use of language acquisition for ESOL Students, Special Students, and ‘at-risk readers’	8/17 - Ongoing	Deputy Superintendent	\$500	Title III	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					WIDA ACCESS
2.17 Continue to monitor and explore ways to enhance planning for teachers to include 'common planning' time per content in order to enhance professional growth for all teachers	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Directors, Principals, School Leadership Teams	(Additional Teacher Allocations may be needed over the next five years)	Local	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.18 Implement science kits in each science classroom in middle school to enhance content	8/17 - Ongoing	Student Performance/ Ex. Director, Science Content Coach, Middle Level Coaches	N/A	State Textbook Funded	Palmetto Assessment of State Standards
2.19 Continue to implement engagement for all students throughout the curriculum with High Progress Literacy Programs Implement LDC and MDC in all curricular areas	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Middle Level Content Coaches, Content Coaches	N/A	South Carolina State Department Reading Initiative	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Course for English I and Algebra I
2.20 Provide supplementary trade books, maps, and additional software to enhance knowledge in the area of social studies Implement LDC/MDC in all curricular areas	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Middle Level Coaches, Content Coaches/SREB Facilitator	\$40,000 (Over a five year period dependent upon funding)	Title VI, EIA, Local, PTO	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.21 Provide Professional Development to both elementary and middle school teachers to deepen the understanding of the appropriate strategies for reaching special education students' needs Implement LDC/MDC in all settings utilizing modules	8/17 - Ongoing	Student Performance/ Ex. Director, Special Services/ Ex. Direction, Principals, Middle Level Coaches, Content Coaches/SREB Facilitator	\$25,000	Title VI, EIA, IDEA, Local, PTO	Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I
2.22 Continue and expand PBIS	8/17 - Ongoing	Student	SC Gateways	N/A	10% Fewer Referrals from

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
and CHAMPS Training for schools to create a climate where student behavior promotes an excellent learning environment		Performance/ Ex. Director, Special Services/ Ex. Director, Principals, Middle Level Coaches, Content Coaches	Grant Initially		Classroom Teachers 10% Fewer 'out of school' suspension days 10% Fewer students recommended for expulsion Measures of Academic Progress Palmetto Assessment of State Standards Benchmark Testing South Carolina End of Course for English I and Algebra I Complete
2.23 Implement Capturing Kids' Hearts initiative to promote a climate of respect and leadership throughout each school environment (Middle School implementation of 'Capturing Kids' Hearts through SDE West End Grant)	8/17 - Ongoing	Student Performance/ Ex. Director, Special Principals, Middle Level Coaches, Content Coaches	\$20,000	Grant Funds	10% Fewer Referrals from Classroom Teachers 10% Fewer 'out of school' suspension days 10% Fewer students recommended for expulsion Measures of Academic Progress

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Palmetto Assessment of State Standards SC Ready Benchmark Testing South Carolina End of Course for English I and Algebra I
2.24 Implement the Teen Leadership Class in Grade 8 to facilitate ‘students as leaders’ throughout the school and promote character development (Implemented with Grant Funds from SDE/West End Grant)	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Middle Level Coaches, Content Coaches	Year One, but will be included in Year 2	N/A Grant Funds SDE/West End	10% Fewer Referrals from Classroom Teachers 10% Fewer ‘out of school’ suspension days 10% Fewer students recommended for expulsion Measures of Academic Progress Palmetto Assessment of State Standards SC READY Benchmark Testing South Carolina End of Course for English I and Algebra I

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2.25 Expand the ProTeam program into a class structure to further enhance character development in the middle school	8/17 - Ongoing	Middle School Executive Director of Middle Schools/Maintenance and Operations, Principals	N/A	N/A	Increased Number of Students Complete
2.26 Offer computer science course to 8 th grade students in middle school as an elective option	8/17 - Ongoing	Deputy Superintendent, Executive Director Middle School Administration-Operations and Maintenance, Student Performance/ Ex. Director, Principals, Associate Superintendent for Finance	One Year of Extra Teacher Allocation for Middle /High School	Local	Increased Number of Credits Available to Rising Ninth Grade Students
2.27 Provide Professional Development ongoing in the following focused areas including but not limited to:	8/17 - Ongoing	Deputy Superintendent, Executive Director Middle School	\$25,000	PDSI, Title II, Title VI, Local	Roster of Teachers with Need / Interest compared with Roster of Teacher Completers

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ul style="list-style-type: none"> ➤ Professional Learning Teams Practices and Procedures ➤ South Carolina Standards in all content areas to include Career and Technology ➤ Strategy Building integrating technology as a tool ➤ Arts ➤ Foreign Language ➤ Advanced Placement Training to enhance rigor ➤ Assessment Practices ➤ Classroom Management ➤ ESOL Development 		Administration-Operations and Maintenance, Student Performance/ Ex. Director, Principals, Content Coaches			
<p>2.28 Provide Coursework from Charleston Southern University, Coastal Carolina University, Converse, and other colleges and universities to include but not limited to:</p> <ul style="list-style-type: none"> ➤ “Nature and Needs of 	8/17 - Ongoing	Deputy Superintendent, Executive Director Middle School Administration-Operations and Maintenance,	\$10,000	PDSI, Title II, Title VI, Local	“New Learning” Shared in PLTs via Logs of Meetings Roster of Teachers with Need / Interest compared with Roster of Teacher Completers

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>the Gifted and Talented”</p> <ul style="list-style-type: none"> ➤ Curriculum Development for Gifted and Talented” ➤ “Differentiation of Instruction for All Learners” ➤ <i>High Progress Reading Instruction</i> ➤ Teaching Using Technological Tools ➤ Special Needs Coursework for additional certification areas such as middle school certification, special education additional areas, advancement in areas of science and mathematics ➤ Provide ‘Jason Flatt’ training for the prevention of suicide ➤ ‘Read to Succeed’ Initiative Coursework for teachers, coaches, and 		<p>Student Performance/ Ex. Director, Principals, Content Coaches</p>			

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
administrators					
<p>2.29 Enhance administrators'/ teachers'/ instructional paraprofessionals' knowledge and pedagogical skills by attending workshops and conferences including but not limited to:</p> <ul style="list-style-type: none"> ➤ <i>SCASA Workshops and Conferences</i> ➤ <i>Innovative State Department Workshops</i> ➤ <i>ASCD Conferences</i> ➤ <i>Closing the Achievement Gap</i> ➤ <i>Bullying Workshops</i> ➤ <i>Advanced Placement Workshops</i> ➤ <i>Content Area Workshops</i> ➤ <i>Principal Leadership and Development Workshops</i> ➤ <i>SCABASE</i> ➤ <i>National Board Workshops</i> 	8/17 - Ongoing	Deputy Superintendent, Executive Director Middle School Administration- Operations and Maintenance, Student Performance/ Ex. Director, Principals, Content Coaches	\$10,000	PDSI, Title II, Title VI, Local	New Learning” Shared in PLTs via Logs of Meetings Roster of Teachers with Need / Interest compared with Roster of Teacher Completers

ACTION PLAN FOR STRATEGY #2: Provide a rigorous 6 – 8 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
➤ <i>Education and Business Summit</i>					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 9-12

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of 11th grade students meeting college benchmarks on English as measured by The ACT will be 58.4% by 2022.
- The percentage of 11th grade students meeting college benchmarks on Mathematics as measured by The ACT will be 49.6% by 2022

INTERIM PERFORMANCE GOAL:

- The percentage of 11th grade students meeting college benchmarks on English as measured by The ACT will be 36.7% by 2018.
- The percentage of 11th grade students meeting college benchmarks on English as measured by The ACT will be 23.3% by 2018.

DATA SOURCE(S) The ACT

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
29.7%	Projected Data	36.7%*	43%*	48.7%*	53.8%*	58.4%*
	Actual Data					
14.8%	Projected Data	23.3%*	30.9%*	37.8%*	44%*	49.6%*
	Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 9-12

- Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students meeting the requirements of a Platinum, Gold, or Silver National Career Readiness Certificate (NCRC) will be 76.6% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students meeting the requirements for Platinum, Gold, or Silver National Career Readiness Certificate (NCRC) will be 64.6% by 2018.

DATA SOURCE(S)

ACT WorkKeys

OVERALL MEASURES:

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
60.7%	Projected Data	64.6%*	68.1%*	71.2%*	74%*	76.6%*
	Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 9-12

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students scoring seventy and above on the Algebra I End of Course Examination will increase to 86.9% by 2022.
- The percentage of students scoring seventy and above on the English I End of Course Examination will increase to 82.4% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students scoring seventy and above on the Algebra I End of Course Examination will increase to 80.8% by 2018.
- The percentage of students scoring seventy and above on the English I End of Course Examination will increase to 73.4% by 2018.

DATA SOURCE(S)		End of Course Examination Program(EOCEP)					
AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22	
Algebra I 78.7%	Projected Data	80.8%*	82.7%*	84.4%*	85.9%*	86.9%*	
	Actual Data						
English I 70.5%	Projected Data	73.4%*	76%*	78.4%*	80.5%*	82.4%*	
	Actual Data						

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 9-12

- Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of students scoring seventy and above on the Biology I End of Course Examination will increase to 82.9% by 2022.
- The percentage of students scoring seventy and above on the US History and Constitution End of Course Examination will increase to 82.9% by 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of students scoring seventy and above on the Biology I End of Course Examination will increase to 74.2% by 2018.
- The percentage of students scoring seventy and above on the US History and Constitution End of Course Examination will increase to 74.3% by 2018.

DATA SOURCE(S) End of Course Examination Program(EOCEP)

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
Biology I 71.4%	Projected Data	74.2%*	76.7%*	79%*	81.1%*	82.9%*
	Actual Data					
USHC 71.5%	Projected Data	74.3%*	76.8%*	79.1%*	81.1%*	82.9%*
	Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 9-12

Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL: ➤ The number of students taking AP courses will increase by 2% each year and will be 344 by 2022.

INTERIM PERFORMANCE GOAL: ➤ The number of students taking AP courses will increase by 2% each year and will be 319 by 2018.

DATA SOURCE(S) AP Data

OVERALL MEASURES:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
		313	Projected Data	319*	325*	331*	337*
		Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 9-12

Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL: ➤ The mean composite scale score for seniors who take the SAT will be 1466 by 2022.

INTERIM PERFORMANCE GOAL: ➤ The mean composite scale score for seniors who take the SAT will be 1415 by 2018.

DATA SOURCE(S) SAT scores for seniors

OVERALL MEASURES:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	1394	Projected Data	1415*	1432*	1446*	1457*	1466*
		Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 9-12

- Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

➤ Georgetown County School District four year high school graduation rate will increase to by 2022.

INTERIM PERFORMANCE GOAL:

➤ Georgetown County School District four year high school graduation rates will increase to by 2018.

DATA SOURCE(S)

High School graduation data

OVERALL MEASURES:

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
90.2%	Projected Data	91.1%*	92%*	92.8%*	93.5%*	94.1%*
	Actual Data					

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.1 Assign a 6 – 12 English Language Arts, Science, and Mathematics Coach to middle/high schools for oversight of the district’s teachers in those core areas Assign the duties of technology coach/social studies coach for 6 – 12 for oversight of the district’s teachers of social studies	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director	\$500,000 (Over the five year period should funds become available)	Local	Measures of Academic Progress Data Professional Learning Team Logs Benchmark Data South Carolina End of Course Scores GCSD End of Course Scores ACT Work Keys
3.2 Provide technology facilitators (one at each location) to provide additional support with integrating technology into all classroom instruction	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Instructional Technology Coach, Principals	\$500 Per School Facilitator	Local	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Log of Activities at School Level

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					ACT Work Keys
3.3 Implement software, USA Test Prep, Princeton Review, PLATO, Fuel Education (K – 12 Virtual Education and Credit Recovery) to provide acceleration and remediation at each location	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Content Coaches	\$104,000 Annually	PDSI, Title VI, Local	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data ACT Work Keys Graduation Rate SAT/ACT Scores
3.4 Implement IGP's for all students with updates at each grade level to reflect a flexible plan for each student along with his/her parent(s) / guardian(s)	8/17 - Ongoing	Deputy Supt., Guidance Counselors, Principals	N/A	N/A	Completed Individual Growth Plans for Students
3.5 Implement South Carolina	8/17 - Ongoing	Student	\$21,000	PDSI, Title II,	Measures of Academic

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Standards in English/Language Arts and Mathematics and the integration of these standards with social studies and science Implement LDC and MDC with administration and teacher leaders in all subject areas to increase College and Career Readiness) STEM Programs will be implemented through PLTW with ongoing training and advancement of courses		Performance/ Ex. Director, Content Coaches, Principals, and SREB Facilitator		Title VI, EIA, Grant Monies through SREB	Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores Classroom Observation of Implemented Modules
3.6 Continue Professional Learning Teams at each content/grade level and vertically as well as cross-curricular to align all instruction	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Instructional Technology Coach, (Within Five Years) Content Coaches	\$75,000 Annually for Salary \$25 per hour per teacher for 3 weeks of planning in summer sessions	Local	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					SAT/ACT Scores WorkKeys
3.7 Provide teams of teachers additional work time to update curriculum guides and pacing guides with appropriate resources/materials	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Instructional Technology Coach, (Within Five Years) Content Coaches	\$25 per hour per teacher for 3 weeks of planning in summer sessions	Local	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys
3.8 Continue to provide formative assessments such as: <ul style="list-style-type: none"> ➤ Measures of Academic Progress (reading and mathematics) ➤ Benchmark Tests ➤ Common Assessments 	8/17 - Ongoing	Student Performance/ Ex. Director, Principals	\$30,000 Annually	PDSI	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Graduation Rate SAT/ACT Scores WorkKeys Practice Sessions WorkKeys
3.9 Implement a variety of assessment strategies including portfolios; project based; practical lab activities, and teacher made, open ended responses to broaden students' opportunities to share what they have learned and demonstrate understanding as required by (LDC, MDC and Federal Perkins Act 2006 under Perkins Indicator 2S1 Skill Attainment in all curricular areas to include cross curricular modules with project based evaluative measures with continued support)	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Department Heads, Content Coaches, SREB Facilitator CATE Director	N/A	N/A	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys Observation of MDC and LDC Modules Technical Assessment

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.10 Continue to reemphasize the components of ‘Balanced Literacy’ to include Readers’ and Writers’ Workshops, Running Records for ‘Just Right Reading Records’ and independent reading instructional levels <ul style="list-style-type: none"> ➤ Offer coursework for administrators, teachers, and coaches to prepare for certification as prescribed in the ‘Read to Succeed’ Implementation ➤ Coursework in Reading and Writing in the Content Area (Read to Succeed Legislation) 	8/17 - Ongoing	Student Performance/ Ex. Director, Content Coaches	\$30,000 for Consultant Fees and Resources and Materials	Title VI, Title I, EIA, Local	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys
3.11 Retain reduced class size for all core classes so interactions with students and the teacher are more	8/17 - Ongoing	Deputy Superintendent, Associate Superintendent for	N/A unless additional allocation for specific	Local	Measures of Academic Progress Data Professional Learning Team Logs

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
individualized		Finance, Student Performance/ Ex. Director	coursework is added		South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys
3.12 Continue the Summer Beach Program in Art, Vocal Music, and Drama	8/17 - Ongoing	Executive Director of Elementary Education and Professional Staff, Principals	\$70,000 Annually for 3 – week program	Local	Summer Rosters Summer Finale for Each Area Continued Yearly Practice Schedules for Music Programs
3.13 Provide entrepreneurship training through the Junior Apprentice Program (Rising 9 th Grade Students)	8/17 - Ongoing	Deputy Superintendent, Principals	N/A	N/A *Funded by SCORE (State Funding)	Projects Evaluated by Partners in Industry
3.14 Increase the number of Advanced Placement	8/17 - Ongoing	Deputy Superintendent,	Teacher Allocations Per	Local	Measures of Academic Progress Data

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Courses/Dual Credit Courses <ul style="list-style-type: none"> ➤ Provide a junior and senior cohort of PACE Course offerings at a central location to include 24 hours of college credit for the four high schools ➤ Offer technical scholars program in welding for interested cohort of students who are rising seniors through HGTC 		Student Performance/ Ex. Director, Principals	Number of Additional Course Load @ \$66,000 per position		Professional Learning Team Logs Advanced Placement Exam Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys
3.15 Provide the Rosetta Stone Program for use of language acquisition for ESOL Students, Special Students, and 'at-risk readers'		Deputy Superintendent	\$500	Title III	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					SAT/ACT Scores WorkKeys
3.16 Continue to monitor and explore ways to enhance planning for teachers to include ‘common planning’ time per content in order to enhance professional growth for all teachers Incorporate LDC and MDC Modules in planning in all content areas (Teacher Leaders moving to all teachers)	8/17 - Ongoing	Deputy Superintendent Principals/SREB Facilitators	N/A SREB Grant Funds	SREB Grant Funds for Training	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys Observation of LDC/MDC Modules
3.17 Provide in-depth professional development to special educators and regular classroom teachers in appropriate practice for inclusion in the regular	8/17 - Ongoing	Student Performance/ Ex. Director, Special Services, Ex. Director, Principals, Content	\$ 25,000 for Consultants	Title I, Title VI, PDSI/SREB Funds for Training and Observation	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
classroom with follow-up at each school site Implement LDC/MDC Modules for all students		Coaches/SREB Facilitator			GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys Observation of LDC/MDC Modules
3.18 Continue to implement engagement for all students throughout the curriculum with High Progress Literacy Programs Implement LDC in all content areas	8/17 - Ongoing	Student Performance/ Ex. Director, Principals, Content Coaches/SREB Facilitator	N/A	State Department Representatives	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys
3.19 Provide supplementary trade books, maps, and additional software to enhance	8/17 - Ongoing	Student Performance/ Ex. Director, Principals,	\$40,000 (Over Five Year Period to Build)	Local	Measures of Academic Progress Data Professional Learning

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
knowledge in the area of social studies		Content Coaches	Classroom Libraries)		Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate Longitudinal HSAP Scores SAT/ACT Scores WorkKeys
3.20 Expand CHAMPS Training for schools to create a climate where student behavior promotes an excellent learning environment	8/17 - Ongoing	Deputy Superintendent, Student Performance, Ex. Director, Special Services, Ex. Director, Principals	N/A Initially SC Gateways Grant	N/A	Measures of Academic Progress Data Professional Learning Team Logs South Carolina End of Course Scores GCSD End of Course Scores Benchmark Data Graduation Rate SAT/ACT Scores WorkKeys Decrease in 'out of school' suspension number of days

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					by 10% annually Decrease in referral by classroom teachers by 10% annually
3.21 Implement <i>Capturing Kids' Hearts</i> initiative to promote a climate of respect and leadership throughout each school environment	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals and School Leadership Teams	\$155,000 (Initial Year) *Funding for subsequent years pending	Local	Increase in positive climate at each high school as measured with : <ul style="list-style-type: none"> ✓ 10% Decrease in Referrals by Classroom Teachers ✓ 10% Reduction in 'out of school' suspension rate ✓ 10% Decrease in students recommended by expulsion Improvement of all aspects of academic performance (Test Data)

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3.22 Implement the <i>Teen Leadership Class</i> in Grade 9 to facilitate ‘students as leaders’ throughout the school and promote character development	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals and School Leadership Teams	\$15,000	Local	Increase in positive climate at each high school as measured with : <ul style="list-style-type: none"> ✓ 10% Decrease in Referrals by Classroom Teachers ✓ 10% Reduction in ‘out of school’ suspension rate ✓ 10% Decrease in students recommended by expulsion Improvement of all aspects of academic performance (Test Data)
3.23 Continue to survey students to determine the needs for <i>Career and Technology Course Offerings</i> and enhance the number of	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals,	N/A	Technology Funds for Training and Materials Title VI Funds	Increased enrollment in <i>Career and Technology Career Pathways</i> Increased number of course offerings as

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
classes based upon annual results <ul style="list-style-type: none"> ➤ Additional programs in digital media, information technology, computer science, aerospace, production and business will be available to students ➤ Implement PLTW in Technology, Engineering, and Biomedical Pathways ➤ Expand online course offering via Fuel Education Virtual Education electives 		Guidance Counselors CATE Director			evidenced by the increase in student registration for additional <i>Career and Technology Courses</i>
3.24 Market the courses offered in <i>Career Clusters (Career and Technology Courses)</i> by offering such enhancements as tours,	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals,	N/A	Grant Funds Technology Funds for Training and Materials	Increased enrollment in <i>Career and Technology Career Pathways</i> Increased number of course offerings as

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
community awareness programs, and middle school awareness in 7 th and 8 th grade Implement Gateways – PLTW Curricula in Modeling and Design and Computer Science		Guidance Counselors			evidenced by the increase in student registration for additional <i>Career and Technology</i> Courses
3.25 Provide the Access to College Program in coordination with Horry Georgetown Technical College Expand the PACE Program to include Juniors/Seniors	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals, Guidance Counselors	N/A	N/A	Increased enrollment in <i>Career and Technology</i> Career Pathways Increased number of course offerings as evidenced by the increase in student registration for additional <i>Career and Technology</i> Courses
3.26 Expand the Technical Advanced Placement Program to include Aeronautics to offer additional completion program options (Pittsburgh Institute of Aeronautics)	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals, Guidance	N/A	N/A	Increased enrollment in <i>Career and Technology</i> Career Pathways Increased number of course offerings as evidenced by the increase

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Counselors CATE Director			in student registration for additional <i>Career and Technology</i> Courses
3.27 Provide ongoing dialogue with Horry Georgetown Technical College and Coastal Carolina University to enhance 'dual' credit offerings	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals, Guidance Counselors CATE Director	N/A	N/A	Addition of 5 'Dual Credit' courses over the first two year period with ongoing growth
3.28 Explore the possibilities of 'early college' for students entering the 9 th grade and an 'honors college' option for advanced students Exploration is ongoing	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals, Guidance Counselors	N/A (Year one there will be no cost incurred, but will revisit after first year)	N/A	Complete a needs assessment at each high school to reflect the interest and funding options to meet those needs
3.29 Provide Professional Development ongoing in the	8/17 - Ongoing	Deputy Superintendent,	\$25,000	PDSI, Title II, Title VI, Local	Roster of Teachers with Need / Interest compared

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
following focused areas including but not limited to: <ul style="list-style-type: none"> ➤ Professional Learning Teams Practices and Procedures ➤ South Carolina Standards in all content areas to include Career and Technology ➤ Strategy Building integrating technology as a tool ➤ Arts ➤ Foreign Language ➤ Advanced Placement Training to enhance rigor ➤ Assessment Practices ➤ Classroom Management ➤ ESOL Development 		Student Performance/ Ex. Director, Principals, Content Coaches CATE Director			with Roster of Teacher Completers
3.30 Provide Coursework from Charleston Southern University, Coastal Carolina University,	8/17 - Ongoing	Deputy Superintendent, Student	\$10,000	PDSI, Title II, Title VI	“New Learning” Shared in PLTs via Logs of Meetings Roster of Teachers with

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>Converse, and other colleges and universities to include but not limited to:</p> <ul style="list-style-type: none"> ➤ “Nature and Needs of the Gifted and Talented” ➤ Curriculum Development for Gifted and Talented” ➤ “Differentiation of Instruction for All Learners” ➤ High Progress Reading Instruction ➤ Teaching Using Technological Tools ➤ Special Needs Coursework for additional certification areas such as middle school certification, special education additional areas, advancement in areas of science and mathematics 		Performance/ Ex. Director, Principals, Content Coaches			Need / Interest compared with Roster of Teacher Completers

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ul style="list-style-type: none"> ➤ Provide ‘Jason Flatt’ Training for teachers for suicide prevention ➤ Expand coursework to include ‘Teaching Reading and Writing in the Content Area’ 					
<p>3.31 Enhance administrators’/ teachers’/ instructional paraprofessionals’ knowledge and pedagogical skills by attending workshops and conferences including but not limited to:</p> <ul style="list-style-type: none"> ➤ SCASA Workshops and Conferences ➤ Innovative State Department Workshops ➤ ASCD Conferences ➤ Closing the Achievement Gap ➤ Bullying Workshops 	8/17 - Ongoing	Deputy Superintendent, Student Performance/ Ex. Director, Principals, Content Coaches CATE Director	\$10,000	PDSI, Title II, Title VI, Local	New Learning” Shared in PLTs via Logs of Meetings Roster of Teachers with Need / Interest compared with Roster of Teacher Completers

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ul style="list-style-type: none"> ➤ Advanced Placement Workshops ➤ Content Area Workshops ➤ Principal Leadership and Development Workshops ➤ SCABASE ➤ National Board Workshops ➤ Education and Business Summit 					
3.32 Implement the Employability Credential which will prepare students in special education (non-diploma) to be fully employed upon exiting high school.	8/17 - Ongoing	Deputy Superintendent, Executive Director for Special Services	\$70,000 in salaries for Transition Coordinator and Job Coach	IDEA Local (some support from Vocational Rehabilitation for cost shared positions)	Portfolio upon exiting high school
3.33 Implement Employability Initiative that connects Career and Technology Education completing students to real	8/17 – Ongoing	WBL Coordinator Principals CATE Director	\$500.00	Local	Portfolio upon exiting high school

ACTION PLAN FOR STRATEGY #3: Provide a rigorous 9 – 12 Curricula that emphasizes differentiation for all learners with emphasis upon appropriate planning instructional delivery and assessment.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
businesses that result in increased relationship, WBL experiences, internships, and potential paid employment					
3.34 Provide student mentoring programs that provide pathways to career related fields. Career related tour/field experience. <ul style="list-style-type: none"> ➤ Sister in STEM ➤ Young Men in Education 	8/17 – Ongoing	CATE Director Principals	\$500.00	Local	Participation Logs

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area:

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The satisfaction level among parents who “agree” or “strongly agree” about the Learning Environment will increase to 92% by 2022.
- The satisfaction level among parents who “agree” or “strongly agree” about the Social and Physical Environment will increase to 82% by 2022.
- The satisfaction level among parents who “agree” or “strongly agree” about the Home-School Relations will increase to 90.3% by 2022.

INTERIM PERFORMANCE GOAL:

- The satisfaction level among parents who “agree” or “strongly agree” about the Learning Environment will increase to 90% by 2018.
- The satisfaction level among parents who “agree” or “strongly agree” about the Social and Physical Environment will increase to 80% by 2018.
- The satisfaction level among parents who “agree” or “strongly agree” about the Home-School Relations will increase to 88.3% by 2018.

DATA SOURCE(S) Spring State Survey of Parents

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
LE 89.3%	Projected Data	90%*	90.5%*	91%*	91.5%*	92%*
	Actual Data					
SPE 79.5%	Projected Data	80%*	80.5%*	81%*	81.5%*	82%*
	Actual Data					
HSR 87.8%	Projected Data	88.3%*	88.8%*	89.3%*	89.8%*	90.3%*
	Actual Data					

ACTION PLAN FOR STRATEGY #4: Provide parents with the appropriate communication, training opportunities, and support to assist their children in achieving academic, social, and emotional success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>4.1 Provide parenting seminars, support groups, and specified trainings/workshops to include the following areas:</p> <ul style="list-style-type: none"> ➤ Parenting Tips ➤ Test Taking Strategies ➤ South Carolina Learner Standards ➤ Career Development ➤ Cluster Choices ➤ Early Parenting Skills ➤ Introduce the Miss Ruby's Kids' Program ➤ Grandparent Support Group ➤ Literacy Development Availability ➤ Adult Education Opportunities at Howard Adult Center ➤ Early Language Development 	8/17 - Ongoing	Principals, Guidance Counselors	\$3000	Title I, EIA	Parenting Agendas, Sign-In Sheets, and Parent Evaluation Data

ACTION PLAN FOR STRATEGY #4: Provide parents with the appropriate communication, training opportunities, and support to assist their children in achieving academic, social, and emotional success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<ul style="list-style-type: none"> ➤ Introduce early language development support ➤ STEM/STEAM Education for Parents 					
4.2 Provide Superintendent’s Parent Support Cabinet, Superintendent’s Support Staff Cabinet, School PTO Opportunities, School and Improvement Council Opportunities as options for involvement in ongoing support and learning	8/17 - Ongoing	Superintendent/Public Information Officer	N/A	N/A	Parenting Agendas, Sign-In Sheets, and Parent Evaluation Data
4.3 Provide Curriculum Nights, Student Award Recognitions, and Showcases of Students’ Talents, Test Scores, and Awards	8/17 - Ongoing	Superintendent/ Assistant Superintendent of Administration, Ex. Director of	\$4,000	Local	District Programs and Awards

ACTION PLAN FOR STRATEGY #4: Provide parents with the appropriate communication, training opportunities, and support to assist their children in achieving academic, social, and emotional success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
		Elementary Education and Professional Staff, Student Performance/ Ex. Director			
4.4 Provide opportunities for home-visitation for early childhood classroom teachers at least twice during the school year	9/17 -6/22	Principals, Guidance Counselors, Teachers	\$3,000.00	Local, CDEP Funding	Records of Home Visits
4.5 Place all pertinent information in visible locations such as the community centers, local libraries, school pick up locations, and provide all flyers to parents in churches in the communities (Additionally, websites, Local TV Channel,	8/17 - Ongoing	Principals, Public Information Officer	N/A	N/A	Visibility of all Information in Proper Location

ACTION PLAN FOR STRATEGY #4: Provide parents with the appropriate communication, training opportunities, and support to assist their children in achieving academic, social, and emotional success.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Facebook, Twitter, newspapers, local radio stations, and shopping locations)					
4.6 Provide suggestion boxes at each front entrance to school in a visible location	8/17 - Ongoing	Student Performance/ Ex. Director	N/A	N/A	Suggestion Boxes/Response Policy
4.7 Continue to provide “Parent Nights” to emphasize content area parent involvement activities (Math Night, Reading Night, STEM/STEAM Nights	8/17 - Ongoing	Principals	(Funds vary from location to location)	N/A	Parent Sign-In Sheets Parent Created Activities Student Created Projects

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE:

April 2017

Performance Goal Area:

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:	➤ Increase the success rate of all teachers who are evaluated using the Expanded ADEPT Support and Evaluation System to 100% by 2022.						
INTERIM PERFORMANCE GOAL:	➤ By 2018, 96% of all teachers will successfully pass and/or move to the next evaluation level.						
DATA SOURCE(S)	State Department of Education database, ADS (ADEPT Data System), evaluation records						
OVERALL MEASURES:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	94%	Projected Data	96%*	97%*	98%*	99%*	100%*
		Actual Data					

ACTION PLAN FOR STRATEGY #5: Increase the success rate of all teachers.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
5.1 Orientation to the ADEPT Evaluation Model	5/17 and 8/18	ADEPT Staff	\$100.00	Local	Participation Log
5.2 Monthly Induction meetings	8/17 - ongoing	ADEPT Staff	\$900.00	Local	Participation Log
5.3 Mentor trainings and meetings	8/17 - ongoing	ADEPT Staff	\$900.00	Local	Participation Log
5.4 Annual Evaluation Support Class	10/17 and 1/18	ADEPT Staff	\$100.00	Local	Participation Log
5.5 Mentor Stipends for support of Induction Teachers	Yearly	ADEPT Staff	\$36,000.00	Local/State	Payroll documents
5.6 Support for continuing contract teachers going through formal evaluation	Yearly	ADEPT Staff	\$800 per teacher	Local	Payroll documents

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area:

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:	➤ By 2022, we will hire 20 teachers with alternative certification.						
INTERIM PERFORMANCE GOAL:	➤ By 2018 11 new teacher hires will have alternative certification.						
DATA SOURCE(S)	Recruitment logs, recommendation forms, State Department certification forms						
OVERALL MEASURES:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	9	Projected Data	11*	13*	15*	17*	20*
		Actual Data					

ACTION PLAN FOR STRATEGY #6: Ensure a diverse teaching staff through recruitment of candidates from alternative certification programs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
6.1 Review CERRA website for alternative certification teachers	7/17 - Ongoing	HR Staff	N/A	N/A	Recruitment Logs
6.2 Host CATE and PACE seminars to attract candidates	Quarterly	HR Staff	\$1000.00	Local	Programs, Recruitment Logs
6.3 Meet with employment placement agencies (ABCTE, EPI, etc.)	7/17 - Ongoing	HR Staff	N/A	N/A	Emails, placement agreements, MOU
6.4 Post openings on technical colleges' websites	7/17 - Ongoing	HR Staff	N/A	N/A	Postings, MOU

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area:

Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:	➤ By 2022, 32% of our new hires will be minority candidates.						
INTERIM PERFORMANCE GOAL:	➤ By 2018, 24% of our new hires will be minority candidates.						
DATA SOURCE(S)	Recruitment logs, recommendation forms, demographic records						
OVERALL MEASURES:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	19%	Projected Data	24%*	26%*	28%*	30%*	32%*
		Actual Data					

ACTION PLAN FOR STRATEGY #7: Increase efforts to recruit, retain, and advance minority candidates					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7.1 Attend recruitment fairs at Historically Black Colleges & Universities	7/17 – ongoing	HR Staff	\$1000.00	Local	Interview Log
7.2 Reach out to local college’s Call Me Mister Program for interested applicants	7/17 – ongoing	HR Staff	\$100.00	Local	Applicant List
7.3 Reach out to minority fraternities and sororities for interested teaching applicants	7/17 – ongoing	HR Staff	\$100.00	Local	Applicant List
7.4 Increase minority student interest and enrollment in the Teacher Cadet program at the high school level. Track the students as they progress through the college program.	7/17 – ongoing	HR Staff	N/A	N/A	Speaking Engagements
7.5 Increase minority interest and enrollment in the Pro Team program at the middle school level.	7/17 – ongoing	HR Staff	N/A	N/A	Speaking Engagements

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area:

Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:	➤ By 2022 100% of the support personnel will be offered advanced training.						
INTERIM PERFORMANCE GOAL:	➤ By 2018 92% of all classified personnel, new and existing, will have received advanced training to ensure they are adequately equipped for their revolving job responsibilities.						
DATA SOURCE(S)	Staff development logs, to include but not limited to: CPI (Crisis Prevention Interventions) trainings, Safety trainings, Bookkeepers workshops, skills assessments, equipment trainings, DHEC and OSHA trainings						
OVERALL MEASURES:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	87%	Projected Data	93%*	97%*	98%*	99%*	100%*
		Actual Data					

ACTION PLAN FOR STRATEGY #8: Ensure we will hire and maintain highly trained and/or certified support personnel.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8.1 Building Manager Orientation and Equipment Training	7/17 - Ongoing	Facilities	\$500.00	Local	Participation logs and training documentation
8.2 Food Service Training (Culinary, Management, Safety, General Kitchen Knowledge)	Yearly	Food Service Director & District Training Manager	\$2000.00	6000 Fund	Participation logs and training documentation
8.3 Bookkeeper In-Service Training	Yearly	Business Services	\$1000.00	Local	Participation logs and training documentation
8.4 Monthly Facility and Maintenance Meetings	7/17 - Ongoing	Facilities	\$1200.00	Local	Participation logs and training documentation
8.5 DHEC OSHA Trainings	Quarterly	Facilities/HR	\$800.00	Local	Participation logs and training documentation
8.6 Equipment Trainings	As Needed	Facilities	\$500.00	Local	Participation logs and training documentation

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area:

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:	➤ By 2022, the number of reported employee accidents will be reduced by 2% each year and will be at 46.						
INTERIM PERFORMANCE GOAL:	➤ By 2018, the number of reported employee accidents will be 51.						
DATA SOURCE(S)	OSHA Log 300 Workers Compensation Insurance Company Reports						
OVERALL MEASURES:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	53	Projected Data	51*	49*	48*	47*	46*
		Actual Data					

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area: Grades 9-12

Student Achievement Teacher/Administration Quality School Climate (Parent Involvement, Safe and Healthy Schools, etc.)

District Priority

PERFORMANCE GOAL:	➤ By 2022, the number of staff certified in nonviolent crisis intervention training will increase to 115.						
INTERIM PERFORMANCE GOAL:	➤ By 2018, the number of staff certified in nonviolent crisis intervention training will increase to 95.						
DATA SOURCE(S)	CPI data log						
OVERALL MEASURES:	AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
	90	Projected Data	95*	100*	105*	110*	115*
		Actual Data					

ACTION PLAN FOR STRATEGY #9: Provide a safe environment for students and staff.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
9.1 Formal Audits – by Workers Compensation Insurance Company	Annual	Risk Management	N/A	N/A	Audit Reports
9.2 Unannounced Audits – Risk Management	Bi-Annual	Risk Management	N/A	N/A	Audit Reports
9.3 Nonviolent crisis intervention training for staff	Bi-monthly	Ex. Director Special Services	N/A	N/A	CPI Data Log

ACTION PLAN FOR STRATEGY #10: Provide a safe environment for students and staff.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
10.1 EMPLOYEE SAFETY TRAINING <ul style="list-style-type: none"> ➤ Material Safety Data Sheet ➤ Hazard Communication ➤ Personal Protective Equipment ➤ CPR and AED ➤ Fire Extinguisher ➤ Blood Bourne Pathogen ➤ Fork lift ➤ Slips, Trips and Falls ➤ Lock Out/Tag Out ➤ Pandemics 	Annual	Risk Management	\$5,000	Local Funds	Training Logs

DISTRICT STRATEGIC PLAN FOR: Georgetown County School District

DATE: April 2017

Performance Goal Area:

- Student Achievement
 Teacher/Administration Quality
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 District Priority

PERFORMANCE GOAL:

- The percentage of elementary, middle, and high schools with each Wellness Policy indicator “Implemented” will reach 63.1 % by end of school year 2022.
- The percentage of elementary, middle, and high schools with each Wellness Policy indicator in the “Refining” stage will reach 36.8% by end of school year 2022.

INTERIM PERFORMANCE GOAL:

- The percentage of elementary, middle, and high schools with each Wellness Policy indicator “Implemented” will reach 37% by end of school year 2018.
- The percentage of elementary, middle, and high schools with each Wellness Policy indicator in the “Refining” stage will reach 63% by end of school year 2018.

DATA SOURCE(S)
 Healthy Schools Inventory
 Each school’s health improvement action plans
 South Carolina Wellness policy Report

AVERAGE BASELINE		2017-18	2018-19	2019-20	2020-21	2021-22
Implemented 28%	Projected Data	37%*	44.9%*	51.8%*	57.8%*	63.1%*
	Actual Data					
Refining 72%	Projected Data	63%*	55.1%*	48.2%*	42%*	36.8%*
	Actual Data					

ACTION PLAN FOR STRATEGY #11: Provide a multi-disciplinary school program that develops wellness among students, faculty, and staff and provides learning opportunities and experiences which educate students to make healthy choices.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
11.1 Complete Healthy Schools Inventory Worksheet to assess baseline data.	8/17 - Ongoing	Director of Food Service, Principals, Alliance for a Healthier Generation School Representatives	N/A	N/A	Completed Healthy Schools Inventory Continue annually
11.2 Provide websites for teachers to use as classroom activities for health and nutrition.	8/17 - Ongoing	Director of Food Service Student Performance/ Ex. Director Technology Coaches or Technology Support	N/A	N/A	List of available websites Modify and update annually
11.3 Provide height, weight, vision, and dental checks at select grade levels.	8/17 - Ongoing	School Nurses	N/A	N/A	Student Records Continue annually
11.4 Provide health screening for staff that wants this service.	8/17 - Ongoing	School Nurses	N/A	N/A	Sign in sheets for health screening